R E P O R T R E S U M E S

ED 016 023 UD 005 408

ALABAMA ANNUAL EVALUATION REPORT FOR 1965-66 FISCAL YEAR, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965--TITLE I.

ALABAMA STATE DEPT. OF EDUC., MONTGOMERY

PUB DATE 15 DEC 66

EDRS PRICE MF-$0.50 HC-$2.68 65P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, *OBJECTIVES, *FEDERAL PROGRAMS, ANNUAL REPORTS, MEASUREMENT INSTRUMENTS, MEASUREMENT TECHNIQUES, HEALTH SERVICES, LIBRARY SERVICES, READING PROGRAMS, INFORMATION DISSEMINATION, PRIVATE SCHOOLS, SUMMER PROGRAMS, TABLES (DATA), DATA, ATTENDANCE, DROPOUT RATE, EDUCATIONAL FINANCE, HIGHER EDUCATION, READING ACHIEVEMENT, COOPERATIVE PROGRAMS, ESEA TITLE 1, ALABAMA, CHOCTAW COUNTY, TUSCALOOSA,

ONE SECTION OF THIS REPORT DESCRIBES CONSULTATIVE SERVICES FOR PLANNING AND EVALUATING THE ELEMENTARY AND SECONDARY EDUCATION TITLE I PROJECTS, EVALUATION DESIGNS, DISSEMINATION OF PROJECT INFORMATION, MAJOR PROBLEM AREAS, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP WITH OTHER ELEMENTARY AND SECONDARY EDUCATION ACT TITLES, NONPUBLIC SCHOOL PARTICIPATION, AND THE ATTAINMENT OF PROJECT OBJECTIVES. ADDITIONAL SECTIONS DISCUSS INNOVATIVE PROJECTS, METHODS OF INCREASING STAFF, AND MEASUREMENT INSTRUMENTS. AMONG THE PROJECTS' MAJOR PROBLEM AREAS WERE LACK OF PERSONNEL AT THE STATE AND LOCAL LEVELS AND INAPPROPRIATE STANDARDIZED TESTS FOR MEASURING THE ACHIEVEMENT OF THE DISADVANTAGED CHILDREN. TWO OF THE MOST FREQUENTLY REPORTED EVALUATION DESIGNS UTILIZED PRE- AND POSTTEST PROJECT SCORES FOR COMPARISON WITH SCORES FROM LOCAL, STATE, AND NATIONAL GROUPS. STANDARDIZED ACHIEVEMENT AND INTELLIGENCE TESTS, TEACHER-MADE TESTS, TEACHER OBSERVATION AND EVALUATION, AND PHYSICAL FITNESS TESTS WERE AMONG THE CHIEF MEASUREMENT INSTRUMENTS. PROJECT OBJECTIVES TO BE MEASURED INCLUDED STUDENTS' IMPROVEMENT IN READING, LANGUAGE, AND COMMUNICATIVE ARTS, MATHEMATICS, AND GENERAL ATTITUDES. OTHER OBJECTIVES WERE THE PROVISION OF HEALTH, FOOD, GUIDANCE, LIBRARY, AND ADMINISTRATIVE SERVICES. ALTHOUGH THE ATTAINING OF OBJECTIVES WAS HINDERED BY LACK OF ADEQUATE TIME, ALMOST ALL LOCAL DISTRICTS REPORTED PROGRESS. TABULAR DATA ARE PRESENTED THROUGHOUT THE REPORT. (LB)

ED016023

5408

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Division of Administration and Finance
State Office Building
Montgomery, Alabama 36104

Elementary and Secondary Education Act of 1965 - Title I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ALABAMA

ANNUAL EVALUATION REPORT

for

1965-66 FISCAL YEAR

UD 005 408

Submitted to
Division of Compensatory Education
U. S. Office of Education
Washington, D. C. 20202
December 15, 1966

PART I

1. OPERATIONS & SERVICES

The unit within the State Department of Education responsible for the administration of the Title I Program is the Division of Administration and Finance. This Division is under the Director who directs the business and financial matters of the Department. A section of this Division is given the responsibility of the administration of Public Law 89-10, Title I.

Consultative services were provided by the State educational personnel for local educational agency officials in the planning and evaluation of projects largely through district meetings. It has been determined that seven such district meetings will allow representatives from local agencies to attend a conference with a minimum of travel. One set of such conferences was designed to assist local educational officials in the planning of projects. A series of conferences were held during the months of November and December, 1965. A series of conferences on evaluation were held for the 1966 fiscal year during the month of August and another one will be held for the 1967 fiscal year projects during August of 1967. Additional district conferences or Statewide conferences are called when it seems to be expedient for the operation of the projects.

Some conferences have been held on a local basis where the local educational agency is large enough to warrant such. Most of the real work, however, is done in individual conferences held at the

State level or at the local level with the official in charge of the Title I Program and others involved in the operation and planning of the program. Such individual conferences are held at the discretion of the local educational agency official.

The Title I staff worked with Auburn University and the University of Alabama to help them determine the summer school programs that will be most helpful to Title I teachers. A team of graduate assistants spent a week in the coordinator's office going over local Title I projects. As a result of this, the Universities offered work for Title I teachers during the summer school.
See Appendix 1.

The number of on-site visits has been somewhat limited due to lack of time and personnel at the State level. However, every request for visits has been accepted and a number of other visits have been made when help has been needed at the local levels. Consultants in the subject matter areas visited and assisted local educational agencies when and as often as needed. These consultants work out of the instructional divisions of the State Department of Education, but have been kept informed about Title I and in turn have helped to keep Title I staff informed about the activities of the LEA. All of the consultants are being added to the State Department of Education and to the Title I staff to give the local educational agencies more consultative help in the areas where it is needed.

2. DISSEMINATION

A. Dissemination by Local Educational Agencies

Within LEA:

	No. of LEA's
Conferences and meetings	95
Training sessions, workshops	32
Written matter (reports, releases)	65

Other - Personal contacts, visits and telephone calls

Study and discussion groups (faculty, parents)

Consultant service, guidance counsellor

Teacher-to-teacher contacts

Displays, programs

Test scores distributed to supervisors and teachers

To Other Agencies:

	No. of LEA's
Press	100
Radio, TV	47
Meetings (P.T.O., civic clubs, etc.)	30

Other - Visits by teachers and supervisors

Consultation with other systems

Publications - letters, reports, announcements

Public invited to visit schools

Movies were made

Personal contacts - visits, telephone calls, programs

To State Agency:	No. of LEA's
Conferences and meetings	64
Written matter (releases, correspondence, reports, memos)	88
Visit, telephone call	41
Other - Students visited from Auburn	

B. Information has been given to the Local Educational Agencies by the State in three major ways.

1. Area conferences
2. Administrative Memoranda (copies of which are attached)

See Appendix 2.

3. Personal conferences

3. EVALUATION

See Appendix 3.

Five evaluation conferences were held at convenient spots over the State. At these conferences, four consultants discussed the evaluation forms with representatives of the local educational agencies. Copies of the evaluation forms are attached. Each LEA was encouraged to do a complete and comprehensive evaluation in addition to filling out the evaluation forms. Names and titles of persons involved in evaluation are as follows:

James H. Boockholdt, Title I Coordinator

W. E. Mellown, Jr., Consultant, Title I

E. A. Spear, Consultant, Title I

Miss Erline Curlee, General Education Consultant, Title I

Mr. Clifton Nash, Guidance Counselling Consultant, Division of Secondary Education

Mrs. Nelle Hause, Reading Consultant, Title I

Mrs. Flora Killough, Statistician, Title I

See Table I.

4. MAJOR PROBLEM AREAS

With the act having been enforced less than one year, it is evident that certain problems will and have arisen.

A. Reviewing proposals

Problems in this area are as follows:

1. Following instructions
2. Misunderstanding and misinterpretations about the Title I Program
3. Insufficient time to do an adequate job

B. Operation and Services

1. Lack of personnel at the State level
2. Cost of writing projects had to come from local educational agencies' funds. Consequently, not enough time could be spent in developing imaginative projects to meet the needs of the economically deprived children.
3. Funds were allocated based on the economic deprivation, yet educators must focus aid on the children who are most educationally deprived.
4. Lack of personnel on the local level.

TABLE I

Statewide evaluation designs used in evaluation of Title I Projects.

Number of Projects	Evaluation Design
4	Two group experimental design using the project group and a conveniently available non-project group as the control.
50	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.
53	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.
36	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
52	One group design using test data on the project group, but no comparison data.
35	Other*

* Classroom teacher evaluation 10
Activity and health records compared 1
Reports from parents and teachers 1
SRA test 1
Subjective evaluation 1
Observer reports 6
Check list (by principals, teachers, pupils, parents) 2
Two-group experimental design - Two project groups 1
Individual progress reports to compare performance with expected performances based on data for past years in project school 1
Teacher-made tests 3
Posture tests 1
Interviews 1
Attitude and personality changes 2
Anecdotal records 1
Progress reports 1
Pilot school approach 2

C. Evaluation

1. Information on what was expected was late in coming from the U. S. Office of Education.
2. Local Educational Agencies were vague and uncertain about evaluation reporting to the State Agencies.
3. There are no standardized tests available that really test the ability and the achievement of the economically deprived child.

5. IMPLEMENTATION OF SECTION 205 (a) (1)

A. Types of projects that were not approvable when first submitted are as follows:

1. Construction projects

   Many systems have great needs in the area of construction. These systems felt that they should be allowed to use Title I funds to overcome these needs.

2. Material centers

   The need for materials and supplies has always been a great problem among Alabama teachers. Many systems hope that Title I might be the answer to this problem.

B. Common misconceptions about Title I

1. There was a general misunderstanding and misconception as to who might participate in Title I

Projects. Most systems showed all the schools and all of the children participating in projects when first submitted.

2. Several systems felt that all of their money for the first year should be put into building programs.

6. COORDINATION OF TITLE 1 AND COMMUNITY ACTION PROGRAMS

A. Fifty-one local educational agencies had Title I Projects approved in areas where there was an approved Community Action Program.

B. The amount approved for Title I Projects where there was an approved Community Action Program was $11,069,875.00.

C. The State Coordinator and the staff of Title I have been in contact with the State Coordinators of the Office of Economic Opportunity. Information pertaining to location of established community action committees has been provided. This information has been passed on to local educational agencies in order that coordination might be established on the local level. Meetings were held at the State level, and the State Coordinator of Title I attended a meeting with State OEO Coordinator together with a number of local community action chairmen. These meetings were devoted to matters pertaining to coordination of efforts of the two organizations toward education of the educationally deprived.

The joint check off form is being required with each Title I Project approved where a CAP Committee is functioning. Differences have been ironed out before the submission of the project application. In only one case did it become necessary to proceed with the application for the Title I Program after a 15-day waiting period. This case broughton no difficulties.

It is planned that the procedures described will continue to be followed during the 1967 fiscal year.

The State Technical Assistance Officer on the Governor's Staff is General R. P. Swofford, Jr., Public Safety Building, Montgomery, Alabama.

D. E. & F. Success and problems in securing Community Action Programs in LEA cooperation

CAP and LEA seem to have cooperated well. A number of LEA's provided help to the Community Action Programs under Title I. This help was in the form of special classes for participants in the Neighborhood Youth Corps Program and to Headstart Program. Only one problem of cooperation was called to the State Title I Coordinator's attention. This problem was quickly and adequately handled by a meeting of the State Title I Coordinator and the State Community Action Coordinator with the local educational agency involved.

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA

A. Title II

A number of systems used Title I money to employ librarians and library aides to work with Title II. The number of economically deprived children for each system was used to determine the amount of money each system would receive from Title II. In addition, many systems used Title I money to buy books, library supplies and in some cases to build and equip libraries. Several mobile units were purchased to be used as libraries at elementary schools and at schools not having adequate library space.

Personnel employed: 201 librarians, 74 staff

Number of books purchased: 274,142

Cost of books: $613,933.17

Cost of other library materials: $1,190,067.18

Capital outlay: $1,702,717.37

B. Title III

Several Title III projects have been written and developed to help LEA's make more effective use of materials and supplies purchased under Title I. Others have been written to help teachers to do a more effective job working with the economically deprived children by giving them special training in special areas.

C. Title IV

This title of the Elementary & Secondary Education Act has not functioned in Alabama in time to be effective for this year's evaluation.

D. Title V

Consultants and staff members have been added to the State Department of Education who have helped Title I to do a more effective job in meeting the needs of the local educational agencies.

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS

We had only one case of cooperative projects in Alabama. This was done because a City was merging with a County System.

The LEA allocations in Alabama were large enough that systems did not feel the need for cooperative projects.

9. NON-PUBLIC SCHOOL PARTICIPATION

A. Non-public schools in Alabama have been encouraged by both local and state officials to participate in Title I. Title I consultants from the coordinator's staff met with the Catholic school superintendent and school librarians and principals early in the out-set of Title I and explained to them the participation that they might have in Title I.

B. Several school systems had successful experiences in cooperating with non-public schools. A chief example of this would be the Cullman City Schools in Cullman County, Alabama. Almost all

systems indicated that non-public school officials were informed either through contact or through news media concerning possible participation in local Title I Programs. In instances where there was non-public school participation, children attended Title I summer schools, used equipment or materials on a loan basis and were provided bus transportation. Guidance services and free lunches were provided some private school children. In one case, a private school used the LEA's plan for organizing a reading program.

C. No problems of cooperation between public and non-public schools have been reported to the State Coordinator.

See Table II

See Table III

The largest numbers of public school children participating in Title I programs fell in the early years group. Most LEA officials felt that the child in this group had the greatest needs in such areas as improving the basic skills, teaching good health habits and providing food and guidance services. Also, it appeared that much could be accomplished by influencing the child at an early stage in his development.

The middle and later years groups showed a smaller number of participants. Kindergarten participation was very good. A few

TABLE II

NON-PUBLIC SCHOOL PARTICIPATION

Schedule	On Public School Grounds Only		On Non-Public School Grounds Only		On both Public and Non-Public School Grounds		On Other than Public or Non-Public Sch. Grounds	
	Proj.	*Children	Proj.	*Children	Proj.	*Children	Proj.	*Children
Regular School Day			7	1,016				
Before School Day								
After School								
Weekend								
Summer	10	8,404					1	1,600
TOTAL	10	8,404	7	1,016			1	1,600

*This figure is not expected to be an unduplicated count of children.

TABLE III

PARTICIPATION OF NON-PUBLIC SCHOOL

PUPILS IN TITLE I PROGRAMS

Enter data for pupils enrolled in non-public schools. Indicate the number of pupils participating under each type of arrangement for each grade span.

TYPE OF ARRANGEMENT	NUMBER OF TITLE I PARTICIPANTS IN EACH GRADE SPAN						
	Pre-School	1-3	4-6	7-8	9-12	Ungraded	Total All Grades
On public school premises on a before-or after-school basis	0	0	0	0	0	0	0
Dual enrollment (both public school and non-public school pupils in the same classroom during the regular school day)	1,610	837	2,826	1,794	1,334	3	8,404
On premises of non-public schools	15	374	311	223	93	0	1,016
Under public school auspices in places other than premises of public or non-public schools	1,600*	0	0	0	0	0	1,600

*All Birmingham.

The most prevalent method of non-public school pupil participation in Title I programs was that of both public and non-public pupil's using the same classroom during the regular school day. Many of these pupils attended Title I summer schools. A much smaller number of pupils participated in Title I programs on the premises of non-public schools in the borrowing of equipment and materials, in free lunch programs and in the use of guidance services. In one system, private school students were provided non-school facilities.

systems reported ungraded and special education classes under the Title I Program. Dropout participation was shown by some systems. In one instance, night classes were held to give the dropout an opportunity to complete school. Students on the Neighborhood Youth Corps project participated in Title I Programs in one area.

See Table IV

10. SUPPLEMENTARY MATERIALS

See Appendix 4

Almost all systems reported progress in achieving Title I project objectives. In certain areas such as the study of attitudes and behavior, progress was difficult to evaluate. Only a very small number of systems showed little or no progress toward objectives in these areas, while more than half of the LEA's reported some progress. Among objectives relating to behavior and attitudes, those mentioned most often by the local agencies were the improvement of the students' attitude toward self, community, school and education; imparting better understanding of the importance of good citizenship; improvement of the child's attentiveness; lowering the dropout rate; adding study courses of interest to the potential dropout and the improvement of attendance. Health, food, library and guidance services for students were important objectives in many Title I Programs. In most cases, progress toward achieving these objectives was good and reports

TABLE IV

PARTICIPATION OF PUBLIC SCHOOL CHILDREN BY GRADE
(Count each child only 1 time)

Grade	Number	Grade	Number
K	4,246	7	37,687
1	40,272	8	35,169
2	38,543	9	31,455
3	39,382	10	28,297
4	39,170	11	24,128
5	37,707	12	19,333
6	38,274	Dropouts Other*	458 4,060 263**
TOTAL			418,444

*Other:

Special Education	579
Ungraded	140
Night School (Montgomery County)	857
NYC (Lauderdale County)	80
Unspecified	3,125
Total	4,781

**Bullock County Unspecified as to dropout and other.

showing little progress were few in number. The smallest percentage of systems reporting little or no progress fell in the area of objectives concerning conditions related to learning--a field closely related to the service area in its aims. Some objectives concerning learning conditions were improvement of mental and physical health, better nutrition and improvement of emotional stability. Most systems reported progress in these areas. Objectives relating to achievement and ability were reported mostfrequently by LEA's. Since these objectives were noted by almost all systems, cases showing little or no progress were slightly higher than in other fields. Objectives in the area of achievement and ability included improvement in reading, language arts, communicative arts, mathematics and other basic skills.

See Table V.

See Appendix 5.

See Appendix 6.

TABLE V

EVALUATION OF OBJECTIVES

To what extent did the project show progress in achieving its objectives? (Check one description for each objective)

(Please list all objectives of the project in order of descending importance)

Objectives	Substantial Progress Achieved	Percent of Objective Substantial Progress	Some Progress	Percent of Objective Some Progress	Little or No Progress Achieved	Percent of Objective With Little or no Progress
A. Achievement	114	42	121	45	36	13
B. Ability	27	32	41	49	15	18
C. Attitudes	20	27	48	64	7	9
D. Behavior	19	33	32	56	6	10
E. Conditions Related to Learning	33	42	39	50	6	8
F. Services	71	59	37	31	12	10

Objectives Mentioned Most Often in Order of Importance:

1. Improvement of basic skills - especially reading, language arts, comprehension (this was mentioned most often by far - almost all projects had this as most important objective).

2. Improvement of physical health, nutrition, emotional stability, etc.

3. Cultural enrichment.

4. Improvement of attitudes towards self, community, school and education, citizenship, etc. (especially emphasized improving self-concept and citizenship).

5. Services- (especially health services, food services and guidance services).

6. Improve attendance and drop-out rate (with emphasis on motivation of students who have left school and those about to leave).

PART II

COMPREHENSIVE ANALYSIS

1. STATISTICAL INFORMATION

   See Table VI.

   SMSA areas in Alabama vary so slightly in needs, project areas and activities that they are all treated alike.

2. ESTABLISHING PROJECT AREAS

   The most widely used methods of establishing project areas were these:

   A. 1960 census

   B. School survey by teacher, principal and others

   C. Welfare Department helped to establish in many areas.

3. NEEDS

   A. Inadequate command of the language skills.

   B. Poor health of children.

   C. Inadequate nutrition of children.

   D. Negative attitude toward school, community and self.

TABLE VI

STATISTICAL INFORMATION

Classification	No. of LEA's	Funds	Number of Children				Average Cost Per Pupil
			Total	Public	Non Public	Not Enrolled	
A	6	$ 5,999,905.13	89,295	80,686	7,266	1,343	$ 67.19
B	0	.00	0	0	0	0	.00
C	7	3,275,708.94	49,337	48,453	237	647	66.39
D	99	22,044,997.17	289,669	285,678	1,919	2,072	76.10
E	0	.00	0	0	0	0	.00
Handicapped	2	134,670.00	760	760*	0	0	177.20
Total	114	31,455,281.24	429,061	415,577	9,422	4,062	73.31

* 760 children - Partlow and Alabama Institute State Agency.

4. LOCAL EDUCATIONAL AGENCY PROBLEMS

PERSONNEL PROBLEMS

SMSA	No. of LEA's
A.	4
C.	7
D.	78

PROBLEMS INVOLVING EQUIPMENT AND SUPPLIES

SMSA	No. of LEA's
A.	3
C.	6
D.	68

LACK OF SPACE

SMSA	No. of LEA's
A.	1
C.	1
D.	29

LACK OF TIME

SMSA	No. of LEA's
A.	5
C.	4
D.	31

Other Problems

A. Obtaining accurate enrollment figure for summer programs.

D. Organization of a testing program was a problem.

Uncertainty about continuation of program.

Lack of experience in administering this type of program.

Inadequate planning.

Adjusting new procedures to normal school routine.

Authority not clearly defined.

Insufficient funds.

5. PREVALENT ACTIVITIES

Activity or Service	Total No. of Systems having this activity or service
Reading	115
Administration	91
Health and Physical Education	74
Lunches	66
Guidance	65
Library	61
Transportation (SMSA "D")	41
Attendance (SMSA "D")	25
Music	20
Nurses (SMSA "A" and SMSA "C")	21

6. INNOVATIVE PROJECTS

INSTRUCTIONAL TELEVISION
Huntsville City Schools
Huntsville, Alabama
1965-66, Project #118 SMSA-A

Instructional Television will be used as the major resource in the teaching of number concepts to the first and third grades. The most recent methods of teaching arithmetic, as developed by Dr. Henry van Engen, will be applied. Dr. van Engen, Professor of Education and Mathematics at the University of Wisconsin, is a recognized authority in this field and his method is believed to constitute a break-through in the teaching of number concepts from "The New Math" approach.

Classroom teachers using these television lessons are expected to gain a proficiency in Dr. van Engen's method, as each lesson for the pupils is a demonstration lesson for the teachers. This program will be coordinated through periodic conferences and workshops with mathematics consultants from the Alabama State Department of Education and representatives from the University of Wisconsin. Evaluation will be directed by the Elementary School Supervisor with the assistance of Dr. van Engen. It is hoped that this method may be extended to all elementary grades in the future.

KINDERGARTEN
Bessemer City Schools
Bessemer, Alabama
1965-66, Project #8, SMSA-C

A kindergarten program was initiated to prepare pre-school children for their experience in school. Because of inadequate space, portable classrooms were installed to house the kindergarten program. Kindergarten teachers were given in-service training.

USE OF AUXILIARY PERSONNEL
Cullman City Schools
Cullman, Alabama
1965-66, Project #48 SMSA-D

In order to overcome the problem of each of the personnel, teacher aides were employed to help teachers with the many insignificant tasks which teachers have to perform. Teacher aides were given in-service training along with the regular teachers to assure the most effective use of these people.

IMPROVING AESTHETIC VALUES
Tuscaloosa City Board of Education
Tuscaloosa, Alabama
1965-66, Project #71, SMSA-A

A program of in-service training was initiated to help teachers with the problem of how to overcome each of cultural disadvantages among the economically deprived children of the city. Teachers learn new methods and techniques to help them with their teaching chores.

MACON COUNTY MATERIALS CENTER
Macon County Board of Education
Tuskegee, Alabama
1965-66, Project #9, SMSA-D

A materials center was established to house and distribute teaching materials and supplies to the schools of the county. Vans make regular deliveries to all schools and teachers may order equipment, films, supplies, etc. as they need them.

CURRICULUM STUDY AND DEVELOPMENT
Baldwin County Board of Education
Bay Minette, Alabama
1965-66, Project #103, SMSA-C

Teachers in various subject matter areas were employed to work during the summer to develop materials that would be needed during the regular school year. Such materials as transparencies were developed for each subject matter area.

See Appendix 7.

7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

In the professional field, the number of proposed staff members actually added under Title I programs was largest in the instruction category. Many systems added almost all of their proposed teaching staff. In some areas, more teachers were added than were proposed by changing budgets to place more funds under instruction. The addition to the teaching staff in these areas tended to offset the lack of increase in other areas. Some LEA's reported library personnel difficult to locate. Other types of staff members sometimes unavailable were the psychological, counselling and testing personnel and the attendance and social worker. However, all systems were able to add well over half of the proposed number of staff members in these fields. In some instances, supervisors with special skills were unavailable. As a whole, supervisory and administrative personnel were hired without difficulty. In the field of health services, nurses and physicians were added far more easily than dental personnel. Only a very small number of dental personnel were hired. Among the other types of staff members, almost all proposed technical and clerical personnel were added.

Many systems reported reasons for not adding all proposed personnel. In some areas, there is a shortage of teachers. Many projects had late beginning dates; teachers, librarians, counsellors, etc. were working under the regular school term. Teachers and supervisors having special skills were difficult to find as highly trained persons often found better positions in private industry. In some

instances, LEA's found the need for administrative positions over-estimated and eliminated positions or shifted funds to other categories where personnel needs were greater. Some local agencies found lack of space caused by unfinished construction projects a factor in limiting additions to the staff. In other agencies, equipment was so late in arriving that needs for increases in related personnel were lowered. Many local agency officials felt that the greater portion of Title I funds should be allocated to the instruction category. Funds in other categories were reduced in order to add to the instruction allocation. Thus, many positions were eliminated in fields where funds were reduced. In some instances, LEA's found funds insufficient to cover all proposed positions in certain categories.

See Tables VII and VIII.

8. MEASURING INSTRUMENTS

See Tables IX, X, and XI.

9. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

A. Early Years

1. Kindergarten Programs

Prior to the advent of the Elementary and Secondary Education Act of 1965, public kindergarten programs were almost non-existent in Alabama. Under Title I, two systems in Alabama organized kindergarten programs in the public schools. Facilities were limited and in

TABLE VII

ADDITIONAL STAFF FOR TITLE I

nter the title and number of all new staff members which the system planned to add during 965-66 (See Part II, page 5, of Title I application) and the number of these proposed taff members who were actually added.

Type of staff member (specific position title)	Use Code No. from Item 13, Part II of application	Number proposed to be added in Title I project	Number actually added	% of number proposed actually added*
Teacher	2230.01	5,214½	4,989½	96
Teacher Aide	2230.02	1,248	1,143	92
Librarian	2230.03	246	170½	69
Supervision-Administration	2230.04-.09	571½	474½	83
Clerical	2230.10	146½	143	98
Psychological, Counseling, Testing	2230.15-.17	269	178	66
Social Work, Attendance Services	2230.18-.19	40½	25	62
Nurse	2230.20	33	26	79
Physician	2230.21	11	6	54
Dental Services	2230.22-.23	10	2	20
Other	2230.11-.14	208	190	91
Other	2230.24-.31	442¼	548¼	

easons for Inability to add Staff:

. Qualified personnel unavailable.
  1a. Shortage of teachers some areas
  1b. Higher salaries in other states and in private industry draw away qualified personnel
. Personnel not needed - overestimated needs, new construction incomplete, late arrival of new equipment, enrollment change.
. Insufficient funds.
  3a. Reduction in some categories in order to add to instruction.
. Late start on project.

Mobile County proposed 201 and added 397.

TABLE VIII

IN-SERVICE TRAINING OF STAFF

9 No In-Service Program Provided

a check mark the appropriate item o items in each column. If no In-Service Training was provided simply mark No X as appropriate.

Project Title	Nature of In-Service Training					Participation			Conduction					Evaluation as to In-Service Contributio			Cost of In-Servic Program	
	Use of Equipment	Improvement Teacher Techniques	Use of Materials	Improvement Teaching Methods	Other	Number of Teachers	Number of Hours 1/	Number of Other Staff	By Local Staff	University, College Personnel	Consultant of Commercial Concern	State Dept. Personnel	College Campus	Substantial	Some	Little or None	Total Amount	None
Administrative (Including Planning & Evaluation)	2	3	4	2	2	29	36	24	3	2	0	2	0	4	2	0	436.45	1
General Education	56	63	67	67	5	5,105	64,982	812	43	36	30	15	23	59	17	0	222,852.50	38
Reading, Language Arts	70	82	76	78	14	3,049	42,396	411	36	52	37	7	34	71	17	1	121,747.29	13
Mathematics	7	12	9	12	0	672	2,114	23	9	5	7	3	2	11	5	0	25,935.12	4
Music	9	11	10	10	2	565	1,578	23	9	8	1	2	1	10	5	0	6,162.11	7
Health, P.E. Training	8	11	8	10	0	254	1,059	38	9	5	2	2	2	10	1	0	730.20	7
Science	0	0	0	0	1	20	80	2	1	1	1	2	1	1	0	0	.00	1
Art	10	6	9	8	0	600	2,386	16	5	4	4	1	1	7	2	0	7,287.00	3
Library	3	2	4	4	0	94	508	2	2	1	1	0	2	2	2	0	1,340.40	2
Cultural Improvement	1	2	1	2	0	60	50	23	2	1	2	0	2	1	1	0	600.00	1
Audio-Visual Aids	3	3	3	2	0	267	3,017	8	3	1	3	0	0	1	1	0	.00	1
Stipends, Other Unspecified Summer School Training	15	20	18	22	0	899	16,755	0	7	13	5	2	17	20	4	0	98,612.18	4
Attendance Problems	1	1	1	1	0	78	624	16	1	0	0	0	0	1	0	0	.00	1
Guidance, Counseling, Testing	1	9	8	7	0	228	1,043	11	4	6	2	3	5	9	1	0	9,716.86	3
Vocational Education, Industrial Arts	2	2	2	2	0	84	336	4	3	1	1	2	0	1	2	0	.00	3
Other	3	2	3	2	0	18	44	7	1	1	1	0	0	3	0	0	69,469.11	2

1/ Some Systems gave weeks rather than hours. Therefore, this count may not be accurate. Also, some Systems failed to report number of hours.

TABLE IX

STANDARD METROPOLITAN STATISTICAL AREA - "A"

Grade Level	C.A.T., C.T.M.M. Tests	Teacher Obser. Teacher Eval. Teacher Made Tests	Stanford Achiev. Tests	Other Stand. Reading Tests	Physical Fitness Tests	SRA Tests & Charts of Mental Ability	Other
Kind.	0	0	0	0	0	0	0
Pre. Kind.	0	1	0	0	0	0	0
Grades 1-3	3	1	0	2	0	0	0
Grades 4-6	4	1	1	1	0	0	0
Grades 7-9	4	1	0	1	0	1	1
Grades 10-12	4	1	0	1	0	1	1
Ungraded	0	0	0	0	1	0	0

TABLE X

STANDARD METROPOLITAN STATISTICAL AREA - "C"

Grade Level	C.A.T, C.T.M.M. Tests	Teacher Obser. Teacher Eval. Teacher Made Tests	Metropolitan Test of Achievement	Physical Fitness Tests	SRA Tests & Charts of Mental Ability
Kind.	0	0	0	0	0
Pre-Kind.	0	0	2	0	0
Grades 1-3	11	1	0	0	0
Grades 4-6	7	0	0	0	0
Grades 7-9	9	0	0	0	0
Grades 10-12	9	0	0	0	1
Ungraded	0	1	0	1	1

TABLE XI

STANDARD METROPOLITAN STATISTICAL AREA - "D"

Grade Level	C.A.T., C.T.M.M. Tests	Teacher Obser. Teacher Eval. Teacher Made Test	Anecdotal Records	Otis Test-Mental Ability	Metrop. Test of Achiev.	Stanf. Achiev. Tests	Other Stand. Reading Tests	Phys. Fitness Tests	SRA Tests & Charts of Mental Ability	Gates Test Survey	Other
Kind.	0	0	0	0	0	0	0	0	0	0	0
Pre. Kind.	0	2	0	0	0	0	3	1	1	0	1
Grades 1-3	48	22	1	7	5	8	11	4	5	5	12
Grades 4-6	56	18	1	5	7	9	9	4	6	5	14
Grades 7-9	63	18	1	6	3	7	8	3	9	5	10
Grades 10-12	55	17	1	6	2	5	5	2	4	2	12
Ungraded	8	6	0	2	0	1	2	0	1	1	21

most cases buildings required remodeling. In one case, mobile classrooms were used to house the classes. Since there have been no public kindergarten programs in Alabama prior to the Elementary and Secondary Education Act, personnel was hard to find. The in-service programs needed for properly trained teachers were now possible. A major problem of the kindergarten was the small percentage of children who participated in these programs. This problem created a very difficult task for the first grade teacher.

2. Health Programs

Health Programs were most effective when applied to students in the early years. Administrators and teachers were able to detect and correct health problems in the first two or three grades. Many school systems employed public school nurses. These nurses worked with the public schools through the County Health Departments to implement the health program in the schools. (See Health Services, Page 61).

3. Library Services

Library services for elementary students have been virtually non-existent in Alabama prior to the Elementary and Secondary Education Act. Under the Title I Program, many elementary librarians were employed and teachers were able to use properly catalogued materials and supplies in elementary

school libraries for the first time. Lack of trained librarians and other qualified library personnel has been a problem in the past. Orders for library materials and supplies were usually very slow arriving. Even now, many systems have not received all materials requested for last year's Title I project. Most schools had little or no space for elementary libraries. Many schools were forced to remodel while others used mobile classrooms for elementary library purposes.

4. Music Programs

Music programs have been effective in the elementary school. Many systems had music programs in operation and were able to add to these programs under the Elementary and Secondary Education Act. Finding qualified personnel for programs involving the early years was a problem.

B. Middle Years

1. Reading Programs

The reading program was a major thrust of Title I in Alabama for children in middle years. Reading programs seemed to be more effective in the fourth through the sixth grades because during this period students form reading habits. Finding qualified personnel was a tremendous problem and was, in some cases, almost impossible. Many systems initiated in-service programs to train personnel. Because Title I programs were in effect over the entire United States, finding materials and

equipment was very difficult. Scheduling of special reading programs was a difficult task for local principals; but this problem was worked out in most cases.

2. Teacher Aides

Teacher aides were used effectively in all grades. Aides helped teachers with tasks such as keeping the register, making out tests, grading objective tests and helping with certain other duties. The State sent out copies of necessary qualifications for teacher aides. A copy of this is attached. (See Appendix 2).

3. Attendance Services

Many systems had felt the need for attendance and social workers for some time but were unable to afford these people. Attendance workers were most effective in helping students in grades four through six to overcome many of the problems which could have caused these students to become dropouts when they became old enough to leave school (16 years of age). Attendance workers also helped to keep students in school, enabling these children to take full advantage of school programs. Attendance workers helped to show the student's parents the importance of keeping children in school.

4. Library Services

Library services for children in the middle years have been virtually non-existent in Alabama prior to the Elementary and Secondary Education Act. Under Title I programs, many elementary

librarians were employed and teachers were able to use properly catalogued materials and supplies in the elementary school library for the first time. Lack of trained librarians and other qualified library personnel has been a problem in the past. Orders for library materials and supplies were usually very slow arriving. Even now, many systems have not received all materials requested for last year's Title I project. Most schools had little or no space for elementary libraries. Many schools were forced to remodel, while others used mobile classrooms for elementary library purposes.

5. Music Programs

Music programs have been effective in the elementary school. Many systems had music programs in operation and were able to add to these programs under the Elementary and Secondary Education Act. Finding qualified personnel for programs involving the middle years was a problem.

C. Teen Years

1. Reading Programs

Many students who had reached the seventh grade were reading far below their grade level. Title I made a sincere effort to overcome the problem of poor reading in the upper grades. Many Title I reading teachers worked on special reading programs in the high school grades. Reading teachers were hard to find and in most cases, it was necessary for the local system to provide in-service training. Materials and supplies were slow

arriving, and in some cases, were not available in time to be really useful during the first year's project.

2. Physical Education Programs

During the summer months, many systems initiated physical education projects to help keep students off the streets, to keep them occupied during the summer and to improve the student's attitudes toward citizenship, community and schools. Since the major thrust of the physical education program was in the summer, finding personnel was not as great a problem as it might have been during the regular school year. Districts having physical education projects reported that these programs were very popular and that participation of students was very high.

3. Guidance Services

The number of guidance counsellors in the State has increased tremendously in recent years. With the advent of Title I, many guidance people were added in the schools to work with students from the low income families. This lowered the ratio of guidance workers to students in the State and enabled schools to do a more effective job of working with all the boys and girls.

4. Attendance Workers

Attendance workers helped students in the teen years to see the importance of staying in school and of taking advantage of the programs offered by the schools. Attendance workers aided parents and school personnel in working with the problems of potential

dropouts and other attendance problems. In several cases, attendance workers were able to persuade dropouts to return to school.

5. Vocational Projects

Several districts initiated vocational projects as a part of their Title I program. Vocational training has long been lacking in many of our schools. This training gives the students an opportunity to learn a trade or a vocation so that they can earn a living when they have finished school. Equipment was slow in arriving and facilities were hard to find. In many cases, facilities had to be added by construction projects. Again, personnel was very difficult to find and many systems had to initiate training programs to educate personnel in working with vocational projects.

10. GENERAL ANALYSIS OF TITLE I

Any generalization about the effectiveness of Title I must be done with due consideration of the time element. Lack of adequate time for planning and the securing of equipment and materials was definitely a hindering factor. Yet, the fact that these funds provided heretofore unheard of opportunities for the boys and girls of Alabama is very obvious, even to the casual observer. These opportunities came in several very effective forms.

Additional and improved teaching services provided probably the most effective opportunities. These services came in the form of special

teachers, giving instruction and guidance in new fields and in extension of old fields. Enrichment programs that had been only in the minds of teachers, administrators and curriculum planners for many years have become a part of daily schedules. Reduced teacher loads that have been brought about by an 18 per cent increase in the number of teachers employed afforded children the opportunity of more of the teacher's time. Teachers have found it possible to give some individual attention to those pupils whose progress depends upon this approach. In-service education provided through Title I programs has enabled teachers to become more proficient in dealing with the special problems of children from low-income families. State-wide average per pupil cost of all approved Title I projects - $121.06. Range - $.52 in Muscle Shoals to $823.55 in Fairfield.

Title I programs have made possible educational experiences that are needed to broaden the background and the outlook of deprived students. Trips to theatres, zoos, historical points and recreational centers have provided experience of infinite value to boys and girls whose scope of experiences had been very limited. Equipment, teaching materials, teaching supplies, and teaching aids have added to many poorly equipped classrooms, thereby providing new educational experiences for the pupils. Visiting speakers, travelers, entertainers, and other outside persons with specific abilities and experiences have contributed through their appearances in the classroom.

Teachers report that Title I activities during the spring and summer of 1966 definitely gave us pupils that were better prepared for the fall opening of the 1966-67 school year, especially with the educationally deprived pupils. These activities gave these particular pupils the lift they needed in order to prepare them to take their places in the classes. Special classes in reading were particularly helpful in preparing them to keep pace with their age groups. The remedial work in the other skills gave them some of the ability and confidence they needed. Teachers are reporting that this confidence means improved attendance, which in turn means continued confidence and improvement in scholastic standing. Enthusiasm among teachers over the results of the additional efforts is gratifying. At teachers' institutes held at the beginning of the new school year, those who had participated in project activities during the summer sessions gave exciting accounts of the summer's work. The obvious results helped to diminish skepticism. Attached with this report are some samples of reports given to fellow teachers regarding the summer activities promoted under Title I. Many administrators were skeptical about the value of summer school, especially in rural areas. Their fears of lack of interest and participation proved to be justifiable in a few cases. Taken as a whole, the program was very successful and enrollment and attendance surprised even the most optimistic. We are lead to believe that the day of the traditional nine months school year is on the way out.

Title I programs in Alabama are like regular school programs in that some are very good while others are not so good. The success of a program in any given system depends on the enthusiasm, energy, initiative and imagination of the educational leadership in that system. Some have it and some don't. We feel that most Alabama educational leaders have it, in varying degrees. Title I programs have caused education in this State to take on a new look and a new meaning to hundreds of thousands of boys and girls who have suffered from educational malnutrition.

THE EFFECTIVENESS OF TITLE I

CHOCTAW COUNTY, ALABAMA

Choctaw County has had one Title I project thus far, and the positive effectiveness of the project is obvious throughout the entire school system. The first project, a summer school program, was planned by the Director of Instruction, the Director of Federal Projects, and an Instructional Committee selected by the principal and the faculty of each school.

Innovations in scheduling and in the classrooms made the school different. English classes were set up on a level-of-development basis rather than on a lock-step grade basis. Courses such as human biology, welding, art, and driver education were offered for the first time. New forms for reporting to parents were introduced. Programmed materials in mathematics and English

stimulated learning. Teachers made effective use of audio-visual materials and equipment purchased under Title I. Teachers further made the school distinctive by using various methods of teaching: the project method, the discovery method, the concept method, the test-study-test method, the research method, a combination of laboratory activity-project method, individualized reading, team-teaching, group work, games to teach skills, and multiple textbooks with more library work. Every effort was made to broaden the scope of learning.

Teachers wrote a detailed evaluation of the school in which they listed numerous strong points: the remedial courses provided many children the opportunity to catch up on work missed during the regular years; the enrichment aspect of the work gave children the chance to pursue areas that were not pursued in the regular term; the lunch program played an important role in the physical and emotional growth of the children; the equipment and materials stimulated intellectual growth; teacher aides were extremely helpful and were an asset to the learning situation; smaller classes made it possible for teachers to give more individual attention and to try new techniques; and finally, the children from all over the county, studying and working together, had an opportunity to know, to understand, and to appreciate the educational system. Many teachers anticipate better teachers, as well as better students and improved academic performance, as a result of the summer school project.

We in Choctaw County feel that Title I has not only enhanced the existing school program, but has made possible the creation of extended educational opportunities and experiences while encouraging achievement and improving general attitudes toward education.

FROM: Addie M. Scott
Coordinator of Special Programs
Tuscaloosa City Schools
Tuscaloosa, Alabama

The impact of Title I on the educational opportunities available through the Tuscaloosa City Schools has already been felt to a most impressive degree and promises to become increasingly significant. Opportunities heretofore not available have been provided in enrichment areas, in skill areas, and in school services. Among these new offerings are art, music, and physical education programs in the elementary schools, enrichment summer schools at the junior high school level, special reading programs and experiments in organization for instruction at all levels, remedial mathematics programs, speech therapy, and library services for the elementary schools.

Perhaps most immediately apparent has been the enthusiastic teacher response to these programs. Large numbers of teachers were involved in Title I planning from its beginning, and upgrading teacher competency was agreed upon as a primary objective of all programs. Participation in all in-service activities provided through Title I has been gratifying and in some cases overwhelmingly so. Elementary

teachers have become more proficient by studying and actually learning to use new materials and equipment, by working with consultants, by participating in workshops, by inter- and intra-school visiting, by engaging in summer curriculum study, and by trying out different patterns of organization for instruction.

In an attempt to avoid the "scattergun" or the "more of the same" approach, a three-year plan for the implementation of new programs was established. This involves the designation of pilot schools in reading, in art, in music, etc. Each program depends on maximum teacher involvement and on total school planning, rather than being superimposed. Hopefully, through the rotation of special area teachers and the concentrated efforts in the special areas, all programs and services will reach all schools during the proposed three-year period.

The effect of all of these efforts with teachers is just beginning to be felt. More directly, children in the Title I schools already had opportunities opened which were previously beyond their dreams. Among these are extended and enriched readiness programs, summer field trips, summer library programs, and concentrated remedial programs in the skills. Also, pupils who were previously excluded from certain phases of the school program because of financial inability to participate (e.g., could not buy band instruments) had such participation opened to them. Likewise, certain "free" services such as speech therapy have been made available to many for whom the private cost was prohibitive.

The full impact of Title I on the achievement rate, the ultimate educational level, and general attitude toward education is yet to be objectively assessed. However, early informal observation and evaluation by educators most ultimately associated with the programs indicate that this impact will be unquestionable and dramatic.

A SUMMER SCHOOL DIRECTOR'S REPORT TO TEACHERS' INSTITUTE

TESTING

Why are we so interested in evaluation of the summer school program and why are we using so many devices? There is a simple reason. Evaluation is an integral part and is written into every 89-10 program. Objective testing is one of the many devices used for evaluation. The one I am involved in is testing.

In February, Mr.____informed us that there would be a testing program which included test and re-test. The three guidance people were to administer the first one and not disrupt the regular instructional program. We did this with a minimum of disruption. All who had said, "Yes, that they were coming to summer school" were tested and many were tested who didn't come. However, these tests will be available for use in every school during the regular session.

It is well for us to remember that a score on a test is just one sample of a person's behavior and is not absolute. There are many variables in determining what a person will do on a test. His physical and emotional condition on testing day, his attitude toward

tests, and his familiarity with the type test being given can be a determining factor in what his score will be. An absolute thing is positively perfect, therefore, we can't consider a test score as such. It is only one example of his behavior. Continuity in a testing program then will provide many samples of behavior which will show a trend in an individual's scores and can be used as a more reliable measure.

Data are accumulated in records of an individual and by using this data the present status of a person can be seen in perspective in relation to earlier records.

In February a choice of tests had to be made, and after much deliberation, it was decided that continuity is an important thing to consider and since we have used the California for years in 8 and 11 we would have norms that were comparable.

The norms for the California were samples of a population that is more comparable to our population and samples were taken which will give a better measure. Otherwise, other well known and very good tests will give approximately 10 points lower. A good deal of caution must be used in applying national norms to a local setting, thereby justifying the continued use of a single test. The samples will enable us to develop local expectancy.

From the cards which we get from the State Department, we have our Alabama norms. These IBM cards can be understood with little effort and study and a student who is in the upper half and especially upper one-fourth should realize his capabilities.

Elementary teachers have used test scores this summer to good advantage. Conferences for the purpose of studying test results have proved to be beneficial for determining needs and areas for emphasis in individualized instruction, and much more of this was done during the summer because of extra help and smaller classroom loads.

For our summer program, we ordered California Achievement Test booklets for primary - upper primary. Answer sheets were used in elementary, junior and senior high. Mental Maturity was given to grades 1-3. Scoring by hand proved to be a slower process than any of us anticipated. Therefore, scores came in slowly. We sent 1,500 answer sheets to the University of Alabama and got only raw scores. We then sent 300 to New Cumberland in Pennsylvania for a sample of their scoring. We received grade placement norms, percentile ranks and raw scores.

The re-test of the test booklets were scored by teacher aides in the school. Answer sheets were mailed to New Cumberland for grade placement and mean grade placement for each group.

This has been a profitable experience. Achievement tests were not the only measuring devices. Measuring devices other than objective testing such as anecdotal records, observation and teacher ratings indicate that the attitudes have changed in a positive direction and social development has especially improved.

The objective tests which were California Achievement form W indicate that progress was made. Much by some, little by others. We measured our progress by group mean grade placement.

REPORT OF A SUMMER SCHOOL DIRECTOR TO TEACHER'S INSTITUTE

Evaluation of Title I will not be completed for some time yet, but it was begun last summer when Mr.____hired me to write a program for____County. During the fall, while forty or more math teachers were taking New Math from___University, I checked with Mr.____to see how the project was going and was delighted as he when he reported that it should be approved during Christmas.

It was, and Mr.____was in my Guidance office at____early January 4 to ask if I would assume the responsibility of location for those who were two or more years behind in their school work and invite them to catch up this summer.

All of you who helped prepare lists know how carefully we checked to see who needed to come to summer school and where these boys and girls were located, letters had to be written to parents to get their reaction to twelve weeks of free summer school. Some parents quickly answered "Yes". A few "No". Many made no answer at all.

Mrs.____, Mrs.____, Mr.____and I then started knocking on doors to try to get more "Yes" answers. Mr.____reported that more than 100% of the Colony parents were interested.

One mother I called on assured me that if we couldn't "learn" her seven children in nine months, she couldn't spare them three more months. By late March when Mr.____passed away, we had over 3,200 interested individuals and began planning workshops and testing schedules.

Forty educators from 25 states met with HEW representatives at the Educational Testing Service in Princeton, New Jersey for a five-day briefing on the importance of evaluation and how to gather data for that evaluation. My Easter Sunday jet ride was a memorable event as were the other highlights of that week. Probably that trip is responsible for our having known what data was necessary for our evaluation.

Exchanging ideas with people from all over the nation helped me understand that our problems are universal. An assistant superintendent from Arkansas was buying galoshes with Title I money. A psychologist from Amherst, Massachusetts, was working with 35 emotionally disturbed students. The grants ranged from a few thousand to over three million in Cleveland, Ohio.

One hundred thirty-five of you recall the workshops held late in April to show you how to use all of our new equipment and 289 of you probably recall the sessions we held prior to that to choose useful books, materials and equipment. Mrs.____had to do a hurry-up job in getting this enormous order off, but we'll all be using movie projectors, overhead projectors, tape recorders, etc. for years to come. We know now that we should have ordered reading

machines, but none of us had ever had access to these until the adult teachers got the hang of them so we did not know how effectively they would meet the needs of these boys and girls who do not respond to the usual methods and materials. Plans books were bug-a-boo to many of you. You did not see how you could plan as yet the tests had not been scored and the children were to be grouped by achievement rather than age or number of years in school. You had also been urged not to use the text-books by Mr.____and texts had always been the safest port in a storm. Unit teaching might have merit but you hadn't tried it and didn't feel at all secure in the project. However, books were turned in and inspected by the guidance counsellors as they continued to do their regular work plus testing and other assigned duties.

By workshop time, the news was out that Mr.____would replace Mr.____the first of June. Toward the end of the school year Mr.____in addition to teaching math at____, teaching adults two nights per week and driving a bus, put in endless hours familiar-izing himself with the project he was to direct so well.

For the half of you who were not involved this summer, let us say "welcome back." We've had a wonderful time and hope you have had too.

Two thousand one students came the first day of summer school and others joined us all summer. When Mr.____family moved to____ July 1, his first task was to get his three children in summer

school and one into Head Start. If summer school had done nothing but get these children comfortable at home in their new community, it would have been worthwhile but add to that 2,500 hot meals a day, trips to the courthouse, fire station, Ava Maria Grotto, Blue Bell, the new Trade School, etc. An upper elementary group which learned to make cookies and serve a tea party, a junior high boy who progressed from second to third grade reading level in six weeks, glasses for some and a rude awakening for at least one who was faking. Typing for "A" students who might never have been able to schedule it; an enthusiastic "I've learned more in English this summer than I have ever learned before" and it adds up to time well spent for all concerned.

Please don't ask these boys and girls, "Well, what did they teach you last summer?" They may not be able to tell you anything just as I couldn't tell you what all I've learned and you couldn't tell me what all you have learned. Some of these little buds are just beginning to show life. Dedicated teachers have had a group of students small enough to know and help every individual. Unfortunately, this experimental situation cannot be continued on a nine-month basis. However, if you have a student who attended summer school, and about whom you need additional information, check with your guidance counsellor. What the child can't tell you, the counsellor can from the record left in the plan book by a conscientious person who didn't work for fun but who had fun as an extra dividend.

PART III

TABULAR DATA

Standardized achievement and intelligence tests in the skill development areas were used most widely throughout all grades and special classes. Tests based on interest and aptitudes were given mostly to students in grades seven through twelve. Standardized attitude measures were used in all grades by a small number of systems. Very few systems administered standardized tests based on the study of attitudes and behavior. Some teachers and administrators are unfamiliar with this type test. Others found difficulty in obtaining tests or measures of attitudes and behavior.

In testing the skill development area, the use of teacher made tests was very prevalent in all grades and special classes. Locally devised tests were used in all grades to a lesser extent.

Other frequently used measures of skill development included teacher ratings, anecdotal records and observer reports. Many small systems used these methods because administrators and teachers were familiar with the particular needs and problems of each student. A few systems reported the use of student biographies and questionaires, visits to student's home and

conferences with parents in evaluating skill development. A much smaller number of systems measured attitudes and behavior, employing the same methods used in measuring skill development.

See Tables XII through XIX.

8. TABULAR DATA

A. Five most commonly funded Title I project objectives

1. To improve the child's verbal functioning, specifically reading.
2. To improve physical health of the children.
3. To improve nutritional health of the children.
4. To change in a positive direction the child's attitudes toward school, community, Nation and education through guidance and counselling.
5. To provide adequate reading materials and library supplies for boys and girls.

B. Five most common approaches used to reach objectives

1. To improve the child's verbal functioning, specifically reading. The inability of children to read is recognized and is one of the major stumbling blocks to future education. Tests indicate that Title I students are reading below their grade level. To overcome this problem, Title I staffs implemented reading programs within

TABLE A11

TYPE OF STANDARDIZED TEST AND

OTHER MEASURES USED IN EVALUATION

Indicate by checking the specified types of standardized tests and other measures used in evaluation of your projects.

	Projects in: Skill Development Subjects						Projects in: Attitudinal & Behavioral Development					
	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Sp.	Pre-K/ Kind.	Grades 1-3	4-6	7-9	10-12	Sp.
Measures												
1. Standardized Tests & Inventories												
a. Achievement	0	88	94	91	76	15	1	2	2	2	2	0
b. Intelligence	3	61	65	66	59	16	0	1	2	3	3	0
c. Aptitude	3	8	10	12	14	4	0	0	0	0	2	0
d. Interest	1	4	6	9	11	2	1	1	2	4	3	0
e. Attitude	1	3	3	6	4	1	1	2	3	4	3	1
f. Others	3	5	5	4	6	2	0	2	3	3	2	0
2. Other Tests												
a. Locally Devised Tests	5	17	21	23	16	4	2	2	3	2	2	1
b. Teacher Made Tests	10	79	83	77	71	19	1	3	3	4	3	3
c. Others	0	10	12	10	9	2	0	0	0	0	0	0
3. Other Measures												
a. Teacher Ratings	10	71	74	69	59	19	3	21	23	21	17	8
b. Anecdotal Records	10	58	62	53	44	13	3	18	18	16	14	8
c. Observer Reports	9	53	56	51	47	13	2	20	23	21	17	7
d. Others	0	11	11	10	7	3	1	2	3	3	3	0

TABLE XIII

SUMMER SCHOOL ACTIVITIES
UNDER TITLE I, PUBLIC LAW 89-10

Summer 1966

(In these figures a pupil may be counted in more than one category)

	Elementary (Grades 1-6)		High School (Grades 7-12)		Total (Grades 1-12)	
	Enroll.	ADA	Enroll.	ADA	Enroll.	ADA
Reading	43,127	37,374.80	12,985	11,093.14	56,112	48,467.94
Other Academic Areas	50,234	43,359.43	36,347	32,057.72	86,581	75,417.15
Physical Education and Recreation	30,002	24,045.46	22,675	17,429.27	52,677	41,474.73
Aesthetic Areas	34,746	30,189.17	8,843	7,402.38	43,589	37,591.55

(In these figures a pupil is counted only once)

	Elementary		High School		Total	
	Enroll.	ADA	Enroll.	ADA	Enroll.	ADA
TOTAL	77,045	66,170.18	56,499	47,560.35	133,544*	113,730.53

*This figure represents 15% of total enrollment for the 1965-66 school year.

TABLE XIV

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES
FOR TITLE I PROJECT SCHOOLS COMPARED WITH STATE NORM

	1963 - 1964 1/				1964 - 1965 1/				1965 - 1966 1/			
	Title I Schools		All Schools In State		Title I Schools		All Schools In State		Title I Schools		All Schools In State	
Grades	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
10-12	124,256	141,229	140,431	157,992	131,735	168,126	148,483	179,760	130,983	164,484	147,875	177,788
7-9	157,508	168,171	190,724	209,167	158,729	203,317	191,865	207,702	161,602	202,758	195,421	207,563
1-6	338,788	343,551	439,549	479,835	340,830	418,160	442,100	484,164	345,995	416,353	443,892	478,274
P-K Kind. 2/						23			36	77		

1/ ADM information is from a representative sample of school systems based on size of enrollment including both rural and urban areas. Systems were chosen on the basis of the number found in each size group. Over half of Alabama's systems fell within the 1,000-4,999 size interval; and approximately one-third more fell in the 5,000-9,999 size interval. The largest number of systems was chosen from these two groups. These systems, along with representative systems from all other size groups, made up the sample. As the Statistical Unit does not keep ADM records, it was necessary for the Title I staff to calculate these figures for each system. A sampling procedure shortened considerably the amount of time spent on these calculations.

2/ No State Norm-Kindergarten information is unavailable on a Statewide basis.

TABLE XV

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES
FOR TITLE I PROJECT SCHOOLS COMPARED WITH STATE NORM

	1963 - 1964 1/				1964 - 1965 1/				1965 - 1966 1/			
	Title I Schools		All Schools In State		Title I Schools		All Schools In State		Title I Schools		All Schools In State	
Grades3/	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM
12th	31,064	35,307	35,108	39,498	39,520	50,438	44,545	53,928	37,985	47,700	42,884	51,559
11th	44,732	50,863	50,555	56,877	43,473	55,481	48,999	59,321	43,224	54,280	48,799	58,670
10th	48,460	55,079	54,768	61,617	48,742	62,207	54,939	66,511	49,774	62,504	56,192	67,559
9th	50,402	53,815	61,032	66,933	49,206	63,028	59,478	64,388	50,096	62,855	60,580	64,344
8th	51,978	55,496	62,939	69,025	52,381	67,095	63,316	68,541	53,329	66,910	64,489	68,496
7th	55,128	58,860	66,753	73,209	57,142	73,194	69,071	74,773	58,177	72,993	70,352	74,723
6th	50,818	51,533	65,932	71,975	54,533	66,905	70,736	77,466	51,900	62,453	66,583	71,741
5th	54,206	54,968	70,328	76,773	54,533	66,906	70,736	77,466	55,359	66,616	71,023	76,524
4th	54,206	54,968	70,328	76,774	54,533	66,906	70,736	77,466	58,819	70,780	75,462	81,306
3rd	57,594	58,403	74,723	81,572	57,941	71,087	75,157	82,308	58,819	70,780	75,462	81,307
2nd	57,594	58,404	74,724	81,572	57,941	71,087	75,157	82,308	58,819	70,780	75,462	81,307
1st	64,370	65,275	83,514	91,169	61,349	75,269	79,578	87,150	62,279	74,944	79,900	86,089
P-K Kind.2/						23			36	77		

1/ See footnote 1 - Table XIV

2/ See footnote 2 - Table XIV

3/ ADA and ADM information by grade level is unavailable in Alabama. All records are kept by grade groups only, i.e., grades 1-6, grades 7-9 and grades 10-12. The grade by grade figures in this table were estimated by using a percentage distribution based on Statewide enrollment information for each grade as related to the total enrollment for each grade group.

TABLE XVI

DROPOUT RATES FOR ALL SCHOOLS IN STATE 1/

	1963 - 1964	1964 - 1965	1965 - 1966
Grade	All Schools in State	All Schools in State	All Schools in State
Statewide 2/	2.9	2.7	2.6
12			2.5
11			3.8
10			3.9
9			3.2
8			1.8
7			1.1
No. of Schools	2,018	1,963	1,907
No. of Students	358,676	368,712	373,932
No. of Dropouts	10,405	9,899	9,835
No. of School Systems	117	117	117

1/ Dropout rates for Title I schools are available only for 1965-66. Dropout records on a Statewide basis do not include grades 1-6. Title I dropout information in the attached table includes dropouts in grades 1-6. Since the number of dropouts for all schools in the State and the number for Title I schools do not compare, Title I dropout information is included in a separate table.

2/ Statewide dropout rates are available for 1963-64 and 1964-65, while grade by grade rates are not available for these years.

TABLE XVII

DROPOUT RATES FOR
TITLE I SCHOOLS
1965-66

Reason Code	NUMBER OF PUPILS WHO DROPPED OUT AT EACH GRADE LEVEL													Total No. For Each Reason	
	1	2	3	4	5	6	7	8	9	10	11	12	Sp.		
1					4	5	29	47	61	56	63	40	2	307	
2					1	4	40	122	229	411	598	568	1	1,974	
3								5	7	38	102	87		239	
4	52	33	28	47	37	13	54	57	123	180	111	66	1	802	
5	6	3	2	2	3	4	30	41	61	41	40	11		244	
6	7	5	3	6	15	67	204	171	205	199	88	39	6	1,015	
7	12	7	2	3	6	12	41	58	86	99	63	37	2	428	
8	22	16	15	14	30	22	154	351	718	922	551	218	2	3,035	
9	5	8	7	6	7	13	117	264	428	490	374	215	4	1,938	
10							5	24	22	36	31	34		152	
12 1/	36	6	4	7	11	6	12	28	6	12	19	7		154	
Total No. by Grade	140	78	61	85	114	146	686	1,168	1,946	2,484	2,040	1,322	18	TOTAL NO.	10,288

NUMBER OF STUDENTS - 698,485* NUMBER OF DROPOUTS - 10,288* DROPOUT RATE - 1.5

NUMBER OF SCHOOL SYSTEMS - 112

These figures include 624 dropouts in grades 1-6. Statewide information in Table includes only grades 7-12. Grade by grade Title I enrollment figures are not available at this time; therefore, the dropout rate is calculated on a Statewide basis.

REASON CODES

1. Asked to leave because of behavior difficulties.
2. Marriage
3. Drafted or entered armed services.
4. Illness of student.
5. Illness of others (student needed at home).
6. Retardation - unable to succeed in regular class.
7. Emotional disturbances - unable to succeed in regular class.
8. School program did not meet need and interest of pupil.
9. Failing grades.
10. Conflict between pupil and teacher and/or principal and other pupils.
12. Other.

/ This includes the following reasons: lack of transportation, pregnancy, neglect at home, immaturity, lack of clothes, leaving school in order to work and one dropout because of a prison sentence.

TABLE XVIII

PERCENTAGE OF STUDENTS IN TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM 1/

	If Possible 1963 - 1964		If Possible 1964 - 1965		If Possible 1965 - 1966	
	Title I Schools	All Schools	Title I Schools	All Schools	Title I Schools*	All Schools
TOTAL NUMBER OF GRADUATES		36,252		45,424	40,240	44,160
NUMBER OF SCHOOLS		557		576	503	573
MEAN SIZE OF GRADUATING CLASS		65		79	80	77
Approximately 34% of all students in Alabama continue their education beyond high school.						

1/ Title I schools were not identified until the 1965-66 school year. The number of students graduating from Title I schools who continued education has not been recorded in the short time since the end of the 1966 school term.

* Estimated.

TABLE XIX

RESULTS FOR MOST WIDELY USED TESTS FOR READING

TITLE I PROGRAMS

Grade	Month & Year Tested	Test Name	Form	No.1/ Schools	No. Students	Raw Score $\bar{X}$	Raw Score S.D.	Number of Students			
								Q1	Md	Q3	99th %ile
1	4-66	California Reading Test2/	W		4,937	22	13.6	1,974	2,667	296	0
2	4-66	California Reading Test	W		8,620	47	13.6	3,448	4,655	517	0
3	4-66	California Reading Test	W		13,487	30	8.7	3,125	9,420	942	0
4	4-66	California Reading Test	W		14,032	38	8.7	2,807	9,822	1403	0
5	4-66	California Reading Test	W		15,044	24	10.8	3,009	10,530	1505	0
6	4-66	California Reading Test	W		13,792	30	10.8	5,516	7,449	827	0
7	4-66	California Reading Test	W		14,018	30	11.3	4,005	9,252	761	0
8	4-66	California Reading Test	W		9,719	34	11.3	3,999	4,749	971	0
9	3-66	California Reading Test	W		10,878	41	11.3	4,351	5,674	853	0
10	3-66	California Reading Test	W		10,137	25	12.5	4,561	5,016	560	0
11	3-66	California Reading Test	W		7,044	27	12.5	2,817	3,804	423	0
12	3-66	California Reading Test	W		1,052	29	12.5	420	532	100	0

1/ This information is not available at this time.

2/ The most prevalent type program in Alabama was the reading program. The California Reading Test was used by almost all school systems in the State. Since all data received from LEA's was on a grade placement basis, it was necessary to convert all data to agree with the format of this table. For this reason, the California test is used as a representative test in the State.

the schools. These programs consisted of remedial reading classes for children who were reading below grade level. Many of these classes used materials and techniques developed by commercial companies to help children achieve a greater speed and accuracy in their reading. Teacher aides were employed to help classroom teachers so that they would have more time to devote to the classroom work of the boys and girls. In many cases, mobile units were purchased to house the new remedial reading classes.

2. To improve physical health of children. Health facilities in the schools of Alabama have long been lacking. Administrators recognizing this lack took the opportunity to help to overcome this problem with Title I funds. The statistical information given below is offered as evidence of the work that was done in Title I health services last year.

HEALTH SERVICES	NO. OF CHILDREN
Eyes - General Check	71,227
Teeth - Examination	22,081
Ear Examination	22,489

Medical Examination	2,877
Medical Treatment	2,698
General Medical Examination	13,926
Surgery	41
Immunization	3,192
Tuberculosis Tests	1,086
Speech Therapy and Testing	2,508
Nursing Services (General aid, home visits, individual conferences, and drugs)	1,229
Eye Treatment (specialists), glasses, eye clinic visit	136
Psychological Testing and Treatment	149
General Nutritional Examination, Weight and Measurement Check	5,747
Throat Examinations	1,727
Crippled Childrens' Clinic	1

Total Amount Paid - $131,082.11

Seventy-four school systems in Alabama had health and physical education programs under Title I. Many of the physical education programs were summer programs and filled a real need for the boys and girls in the school systems of Alabama.

3. To improve nutritional health of the children. The School Lunch Program is an integral part of Alabama School Systems, but many children were not being

reached by this program. Title I stepped in to help fill this need. The statistical information given below gives an idea of what was done under Title I to meet the needs of the boys and girls.

FOOD SERVICES

Number of Breakfasts.....	15,314
Number of Lunches.....	2,102,978
Total amount paid for lunches, breakfast, other.....$	660,261.42
Total amount paid for other food services.....$	76,504.76
Total amount paid for capital outlay food service....$	1,017,327.28

4. To change in a positive direction, children's attitudes toward school, community, Nation and education through guidance and counselling. One hundred seventy-eight counsellors were added to the public schools in Alabama under Title I during the school year 1965-66. These counsellors worked with boys and girls in both vocational counselling and personal counselling. In addition to this, they helped Title I staffs to evaluate the program in the school systems.

5. To provide adequate reading materials and library supplies for boys and girls.

LIBRARY SERVICES

Personnel Employed

201 Librarians

74 Staff

Number of Books Purchased.....	274,142
Cost of Books.....$	613,933.17
Cost of Other Library Materials.....$	1,190,067.18
Capital Outlay.....$	1,702,717.37